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## The Development of Inclusive Education in Yogyakarta Elementary School

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**Abstract:** This study aims to (1) described the implementation of inclusive education has achieved in primary schools in Yogyakarta through index of inclusive. (2) Described the reality that is on primary schools education providers inclusive in the Yogyakarta .The kind of research this is the qualitative study. The subject of study is 5 primary school inclusive in Yogyakarta , consisting of 3 of public school and 2 of private schools education providers inclusive .The results of the study through index of inclusive has achieved at 5 primary school inclusive in Yogyakarta obtained data that four of the five primary school in dimension culture especially on the received all students in school environment, signifying percentage low, that is means that fact that there are still labeling and discrimination. Policy in dimension, own school has a policy in the implementation of an inclusive school, but not yet in full have made efforts to increase, socialize and realize that a hospitable environment either physically or in learning. The emergence of culture just a receive children in class without trying to figure out the ability, in a studied manner children and trying to create the participation of the whole students. The existence of for cultural of parents in their children with special needs children Indonesian must provide special teachers or special teachers a companion. The teacher had not yet having a taste that the son of crew members part of a class. Dimensions the practice of presentation of teaching low results are, the teacher had not yet trying to uncover the level of a generation of kids able virtue of assessments carried out, some of the government would make in conducting curriculum adaptation, plan up to carry out learning to meet the variation in students.

**Keywords:** inclusive education; Yogyakarta.

## 1. Introduction

Education is the right of all citizens. Quality education called if capable of developing the potential that possessed of each of these kids is. Education must be to all of the children could give you a chance to mingle and able to interact with each other regardless of who we are so that they will come to know the diversity that is around them. This is a reflection of the community miniature.

The development of education paradigm inclusive strongly support the ultimate goal education, that “learning to live together “ or learning is to can live together each other. So education must be open to all regardless background race, the tribe, certain ethnic, religion, the ability, characteristic of or any differences [1].

Indonesia through ideology pancasila and watchword “*Bhinneka Tunggal Ika*” is know the diversity. Through the spirit Pancasila, Indonesia stick together in the center the diversity that is 1945 constitution also mentioned that every citizen be eligible for an education and the government must to provide of education facilities and infrastructure that support sustainability the process of education.

The importance of inclusive education who could provide the opportunity to all individual which has the diversity without even looking toward a background so as to this campaign to pick up the same opportunity in the provided with any education at the provincial level requires the target of high quality a variety of support from all parties, both internal and external school. The success of inclusive education this should help cushion

any complete the negotiations on the in primary school education and could provide the opportunity to all of the children with respect at all times to get to good quality education.

Special region of Yogyakarta (Yogyakarta) is the capital of the students which has been received an award in education especially the field of inclusive. In 2012, Yogyakarta own receive award inclusive education award category the government .Where the Yogyakarta has a policy which handle the implementation of the inclusive education. Mayor regulation Yogyakarta number 47 years 2008 which regulates the implementation of inclusive education in the Yogyakarta and also policy head of education Yogyakarta number 0063 2009, on technical guidelines the implementation of inclusive education in the Yogyakarta strengthen that Yogyakarta deserve the award besides several other provinces [2].

The implementation of inclusive education in the special area of Yogyakarta in central java homes exacerbating an already dire is strengthened with the issuance of the the governor of Yogyakarta no. 21 years 2013. To article 3 of the signs of 1 it is stated that education of each unit standard are obliged to accept school tuition with special needs disabled athletes .And what that means is all schools in the in Yogyakarta cannot refuse a son and for whom have to accept the ticket for visitor who will enlist in that school and nowhere [3].

Based on the letter decree of the head the education office of Yogyakarta in central java number 188 / 661 which have already been stipulated on the date of the 12 june 2014 , that at the time was recorded 57 schools in the area of Yogyakarta city which has organized the same maintains its inclusiveness education. The school are consist of the quota by level of early childhood education, private primary school, junior high school, senior and vocational high [2].

The government had an effort to the training an sosialization of inclusive education. In addition the schools also due to develop and increase the implementation of the inclusive education in their environment in order to succeeding education for all. On the basis of reason it was falling down on high and the purpose of this research to measure the extent to which the implementation of the level of

education of inclusive in the Yogyakarta in central java .This research tend to focus on primary schools education providers inclusive. The result of this research as to evaluate the performance of inclusive education especially to primary schools in the city of Yogyakarta in central java so that it can help well aware of the point of the relative advantages and also weakness that she dropped her as a follow up action an increase in the implementation of inclusive education rallied to take the next.

## 2. Method

This study was conducted on 5 primary school inclusive of Yogyakarta. It is taken from the subject of study 3 public primary schools and 2 private primary school education that are implementing inclusive by taking into consideration that each primary school has been more than five years held an inclusive education, so that it is hoped the data in a can more valid and to discover the problems that experienced during this.

The problem of this research are two things such as 1) how index inclusive by measuring in 3 dimension are cultures, policies and the implementation of learning, 2) how a real the implementation of inclusive education services in the Yogyakarta [4]. In this case for the first question, provides the questionnaire to head teachers, teachers and parents with answered on policy dimensions of each of these aspects, culture and presentation of teaching .It is also doing an interview to head teachers, teachers, and parents in order to deepen evidence the data. The research also conducted direct observation in the implementation of the teaching material to find out in a directly in dimension of the implementation [5].

## 3. Results and Discussion

### 3.1. Result

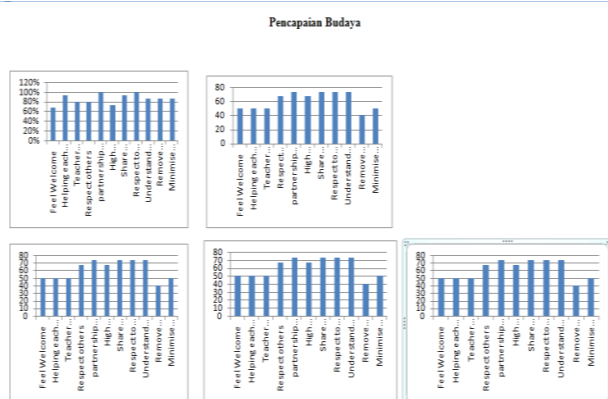
Problems in this research is two things, such as 1 how index inclusive by measuring index in 3dimension culture, policies and implementation of learning, 2 ) how a real the implementation of the education inclusive in the Yogyakarta. Based on these problems, obtained the result as the following.

### 3.2. Index Inclusive in Yogyakarta

Based on the results of the questionnaire consisting of cultural dimension, policies and

implementation of learning, showed disparities of several the dimensions.

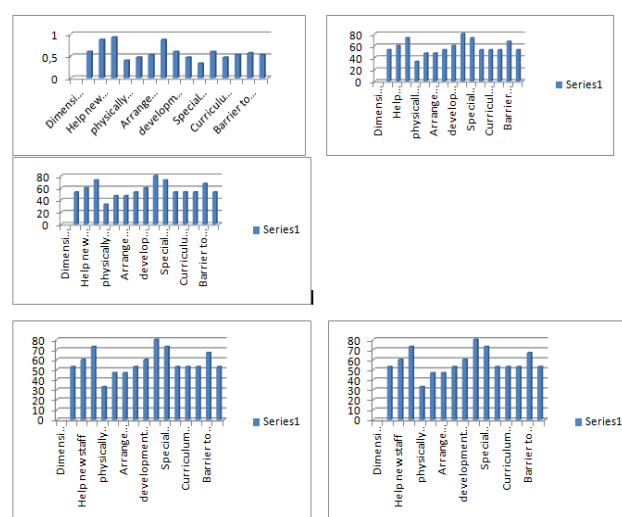
1. Culture seen from point (5). that the existence of cooperation between all employees, teachers, principals and parents, (7) that the high hopes for other students in achieving potential, (8) appreciate each other, and (9) teachers and students embody social environment positive , having worth nearly 70 %, but in other points is seen as still low , that is the point of (1) everyone feels accepted , (2) all mutual assistance, (3) the collaboration teachers , (10) removes obstacles .All of 5 primary observed percentage points has 40-50 % .It indicates that there are still discrimination in school , differences and diversity is fully still have not received .In observations show some children with special needs disabled are still being undertaken assistance either by special education teacher and parents that would help these children learn in the classroom.



**Chart 1.** Culture at 5 primary school in Yogyakarta

2. The form of clear policies in dimension the form of clear policies be highly noticeable that out of the 18 point , there are 3 points that are (3) school trying to admitting all students, (9) to minimize characterizing the percentage of students with special needs disabled athletes, (10) education policy in particular regard to the reduces the barriers of , for example there are a variety of alternative ways to get learning .Has had percentage point but he held 70 % .But the other point having percentage low .The points in which it received a value of low can be concluded from the points 1) there was yet any the socialization of in promoting the existence of this variation will increase as a result, 4) of a building schools did not yet could be lowered in access to by everybody

always keeping your temper , 5) all students feels that as yet is assisted and felt comfortable at school, 6) schools did not yet learning to promote disorder to fling themselves and huddle together any means make this arrangement so that all elements in students become means a sense of ownership, 8) there was yet any activities are to be implemented really this idea of sharing between teachers to enhance the capacity of respond to the existence of this variation school tuition, 11) there was yet any learning support, 14) reasons why there are still obstacles, and 15 ) there are still bullying at school.

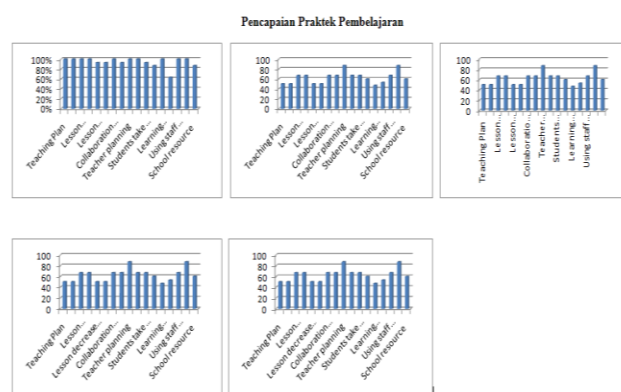


**Chart 2.** Policy at five elementary School in the Yogyakarta

3. Presentation weighting dimensions presentation weighting seen from 5th century primary school there were 4 primary school almost had the percentage of low in all points indicators. Points high is in no (9) teachers encourage situation friendly and (16) resources expert who is in school used in full, which them reaches 80 % . But in the other point look low, among others ( 1 ) the activity of class planned, (2) the activity of encourage all students participate, (3) the activity of encourage the achievement of learning, (4) the activity of develop some understanding, (5) the activity of reduces the barriers, (6) participants actively involved, (7) school tuition cooperate, (8) assessing the push accomplishments, (10) teachers plan the activities of a group, (11) assistance teaching helps to actively participate, (12) all children could get a share when has the task, (13) a class arranged for mutual participate, (14) the sources of learning provided in a fair, (15)



resources support teachers, (17) teachers develop source.



**Chart 3.** Practice in 5 primary education in Yogyakarta

### 3.3. The Reality of Inclusive Education System in Yogyakarta

In an index of inclusive has achieved at that primary school inclusive in Yogyakarta obtained data that:

1. Dimensions culture especially on the no 1 that all students become accepted at school. Of this aspect indicates that fact that there are still labeling and discrimination where it had not been the attitude revenue from the diversity children. One of the schools delivered that in fact own sons it is easy to accept any the diversity, but of attitudes own parent which some is still difficult to accept any the diversity the moreover seen from the diversity the ability, obstacles and different characteristic.
2. The level of discrimination by which is still relatively high, and what that means is in fact that there are still has not been able to receive children fully, has not yet been absence of the sense of transparency in accept any this variation. That the differences should be fixed seen as with a disability or incapability of the son, is not from the point of view from potential of that can be developed from each other.
3. The school has policy in the inclusive school, but not yet fully improving, socialize and create friendly neighbours either physically or in learning. Physical as in preparing the facilities school infrastructure that are accessible to all children. Friendly in learning in the sense that school curriculum must be flexible, can be done on the adaptation curriculum

students ability done through assessments teachers, planned and conducted learning in accommodate diversity students.

4. There are still of the old paradigm of that is hard to be eliminated, that children having the place of a different to be set apart for their education. So if there are children with the level of the ability under his friends or standart class as specified, so school would recommend to move to special needs schools. So as on the other hand, the teacher had not yet able to accommodate their capabilities in children who have a range over standart class, and the tending to bored, disturbing classroom because of instruction designed to be unable to provide their learning needs.
5. Appearing culture just received children in class without trying to figure out the ability, reviewing children and trying to create the participation of the whole students. So students crew members just present, was in grade provided not disrupt his friends. In addition to appear culture that every child crew members in the classroom, parents must provide special teachers or teachers a companion specifically. Teachers have not have a sense that the crew members part of a class, and sells of responsibility to the teacher. That this highly distorted from the concept of education inclusive which grade teachers and special teachers mutual collaborated should have the same responsibility in teaching and help all students.
6. The support of government of teachers been imported from a central source not fully do their role in providing support for grade teachers. A role that should help and improve teacher training teaching in the classroom remains to be seen. Some schools are trying to improve teacher training but some less motivated because the age, the work that only a matter of time so as to make some retired teacher less moved. In contrast schools able to provide a central source or support for teachers, schools more have the authority in plans and improve teacher training teaching by doing training, small discussion scheduled.
7. From a third of the dimensions of culture, the policies and practices of, who have higher rates of percentage low itself is

dimensional the practice of presentation of teaching material, the teacher had not yet made an attempt to in order to uncover the level of generation of kids able virtue of asesment that have been undertaken by, hear although fact that there are still to show off on doing adaptation the curriculum, of the total up to contrive or dig up or are capable of carrying out their experiences in the classes within a accommodate and fill the whole this variation from the classroom.

#### 4. Conclusion

There is a difference in index of inclusive based on 3 dimensions the policy, culture, and practice learning several primary school inclusive in Yogyakarta. Distinction is no response teachers, the school principal, staff, observers and parents associated with organization inclusive which includes dimensions culture, policy, and implementation. Responses parents and observers are more likely to describe reality of inclusive in the actual school, especially on 4 primary observed, but there was a school each subject to respond appropriate reality and school needs.

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